**SCHEDULE**

* 10:30-10:45 AM Socializing & Drawing in Docent Room
* 10:45-10:55 AM Introduction/Welcome in Docent Room
* 10:55 – 11:25 AM Gallery Activity
* 11:25 – 11:50 AM Docent Room Activity
* 11:50 – 12:00 PM Share artwork and Good-Bye

**SET UP**

* Welcome table and Registration checklist
* Nametags for participants and instructors (marker)
* Easel with welcome sign outside room and post schedule on easel
* A/V PowerPoint ready & iPad with images and social stories loaded
* Brown paper covering on table (table in U shape open to door)
* White paper/newsprint taped down to mark each student’s stations (student writes name on station)
* Prompt activity on tables

**LESSON OBJECTIVE**

Looking at British Portraits, participants will give examples of how clothing provides more than just protection from the elements; it helps us to ﬁt in and encourages us to follow trends and boosts our self-image and conﬁdence.

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| Lesson Plan | Materials | Modifications |
| Socializing and Structured Play (Image and prompts laid out on table and schedule for parents w/ bathroom info | 15 minutes |  |
| **Welcome** | 10 minutes |  |
| Welcome to the Yale Center for British Art   * Introductions: Introduce talking star   Hi my name is Jaime, What is your name? (be sure to gesture)   * Review Images from Social Story including museum rules & schedule.   Warm-up : Do you agree with me when I say that clothing has meaning? What kind?   * Why do we wear clothes? Do we have clothes for certain activities? Can someone give me an example? * Can we name some of the different clothes that we wear? * Did you ever hear of a dress code? Where and Why? * Take a volunteer to pose in the cut-out Portrait of a Woman, Mary Clopton. Does this outfit change how you think about him? Why? * Do you think she could put this on by herself or would she need help?   Transition: Let’s go into the galleries and see what another person’s clothes reveal about him or her… | Schedule  Talking Star  Social Story Part I  Point to different articles of clothing and discuss their purpose.  Lady Clopton cut-out |  |
| **Mountjoy Blount, Earl of Newport** | 20-25 minutes |  |
| * Direct students to sit on dots and pair with an adult. * Looking at the artwork, guided looking: Can we describe his clothes? Do we wear any of the same things? Why or Why not? * Let’s all stand up and try to pose like Mountjoy. Is it easy to stand like this? How long do you think he had to stand to have this picture painted? * What is different on his clothing? Why do you think that? Talk about it together and we’ll go around and share. * What do you think Mountjoy’s clothes tell us about him? He is… What about the ruffs and the cuffs? * Do you think he got dressed by himself? Why? (He had a helper called a “dresser.” Have you heard that word before? What is a dresser?   Transition: Now we are going down to our room to dress and be dressed. So we need to decide who will be “dressed” and who will be the “dresser” in our pairs. | Seating Dots  image handouts  Each child picks up a seating dot and each adult brings image handout and returns to DR | Have painting print outs for non-verbal students to point to.  Bring the Mountjoy cut-out into the gallery?  Does he/she look like Mountjoy? Compare/contrast  Bring the two fabric packets for Mountjoy |
| **Art Making Activity – Docent Room** | 25 Minutes |  |
| For the Cuffs: Measure wearer's wrist, add 2 inches, and punch evenly spaced holes about ½ inch from edge. Run 2 pipe cleaners through each hole. Add more filters for density of ruff.  For collar: measure wearer's neck, add 2 inches, and cut 2-inch-wide ribbon to that measurement. Punch holes in filers (2-4 filters depending on size desired.) Run ribbon through holes and tighten as necessary around wearer’s neck.  For a Shirt Jabot: Turn 10 to 12 small filters inside out, fold in half, and trim off corners (throughout project, you can cut 5 or 6 filters at a time). Weave together pipe cleaners or ribbon to desired length. Safety-pin ribbon to center front of shirt. | Painting Printouts  Prop up the cut-out works  Coffee filters  (pre-punch holes in some)  Hole-punches  Pipe cleaners  Ribbons  Glue  Markers  Stickers? | Parents and Volunteers help – each child needs an adult to work with and “dress” or be dressed by  Vocab: Jabot  Ruffles  Cuffs  dresser |
| **Sharing of artwork & Conc.** | **10 minutes** |  |
| Each child & adult presents finished artwork.  We will be sending you a feedback survey. Next date is March 16.  Hope to see you again! | Thank you and Goodbye! |  |
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